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ABSTRACT

Cooperating teachers are an essential factor in the teacher education process. The stated objectives of these guidelines for cooperating teachers are to: (1) consider the expectations and anxieties of the student teacher, cooperating teacher, and university supervisor; (2) provide cooperating teachers with suggestions for introducing student teachers to the teaching experience; (3) provide suggestions for cooperating teachers; and (4) provide cooperating teachers with information particular to teacher education programs at Oklahoma State University. (JMF)

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OKLAHOMA STATE UNIVERSITY

GENERAL GUIDELINES FOR COOPERATING TEACHERS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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July 1978

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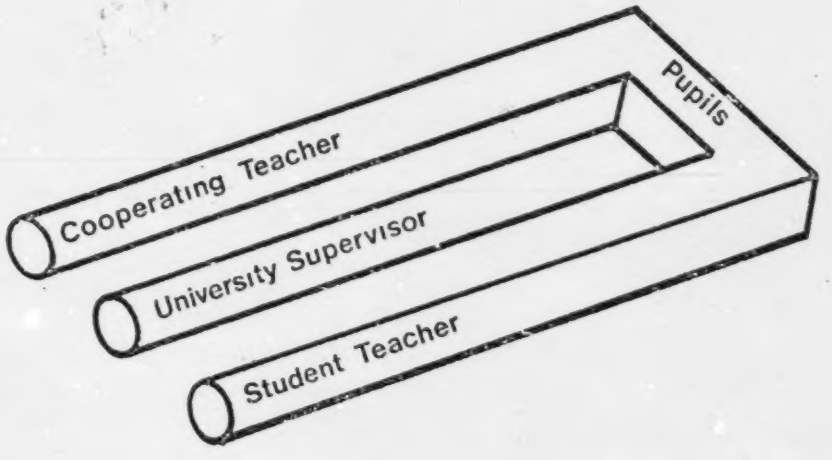
INTRODUCTION

This guide is written primarily for you - the cooperating teacher - with the intent of helping you get over some of the "rough spots" of the student teaching experience. As we all know, teacher education is a complex undertaking requiring the cooperation of institutional faculty, students, classroom teachers and administrators. To emphasize this point, consider the diagram below.



What is it? What does it portray? Briefly, it suggests an ill-defined or illusionary relationship among the student teacher, cooperating teacher, and university supervisor in the school setting. What should be the relationship among these individuals during the student teaching experience?

We envision teacher education as being composed of a "partnership" of student teacher, cooperating teacher, and university supervisor. While there may be a variety of approaches to preparing teachers, the most important characters involved in the process remain the same. The "ideal" teacher preparation partnership requires a student teacher, cooperating teacher, and university supervisor who are able to develop and maintain

an open channel of communication and trust. The quality of the working relationship of this trio within the regulations of the school setting largely determines the success of the experience.

According to the Guidelines for Student Teaching in Oklahoma (Oklahoma State Department of Education, 1972),

> STUDENT TEACHING is a period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsbility for leading the school experiences of a given group of learners over an extended period of time and engages directly in many of the activities which constitute the wide range of a teacher's responsibilities (p. 7).
>
> The STUDENT TEACHER is a college student who is working under the guidance of a certified teacher(s) in an approved setting (p. 7).
>
> A student teacher, while serving a nonsalaried internship under the supervision of a certified teacher, shall be accorded the same protection of the laws as that accorded the certified teacher (p. 7).
>
> The student teacher should not be assigned in any situation where he is to be a replacement for a qualified teacher (p. 24).
>
> The COOPERATING TEACHER is the regular and certified staff member of a local accredited school to whom a student teacher has been assigned (p. 7).
>
> A cooperating teacher is ideally a "master" teacher who has had at least three years of classroom teaching experience, is an active member of professional and educational organizations and activities, has special training for supervision through in-service workshops or coursework (for example, a completion of C&IED 5740, Seminar in Teacher Education - The Student Teaching Experience), and views this participation as a valuable contribution to his/her profession and to his/her own teaching abilities.
>
> The UNIVERSITY SUPERVISOR is responsible for supervising student teachers (p. 7).

A university supervisor is ideally one who possesses the ability to work effectively and cooperatively with student teachers and cooperating teachers in all phases of the experience (e.g., planning, evaluation), is able to establish warm, non-threatening relationships with those involved in the program, and is able to give criticism constructively.

(Note. You are encouraged to request a free copy of Guidelines for Student Teaching in Oklahoma. The address is: Oklahoma State Department of Education, Department of Teacher Education, Oliver Hodge Memorial Building, Oklahoma City, OK 73105.)

These very brief definitions provide a basis from which future discussion will evolve. The objectives of the various parts of this guide are to:

1. Consider the expectations and anxieties of the student teacher, cooperating teacher and university supervisor (Part I).*
2. Provide cooperating teachers with suggestions for introducing student teachers to the experience (Part II).*
3. Provide suggestions for cooperating teachers (Part III).
4. Provide cooperating teachers with information particular to teacher education programs at Oklahoma State University.

Please feel free to contact us with any suggestions you may have for improving the student teaching experience.

DBA
Stillwater, Oklahoma

*Much of this material was generated by the participants of the First Annual Symposium on Teacher Education - The Student Teaching Experience; Oklahoma State University, Stillwater, Oklahoma; April 22, 1978.

PART I

EXPECTATIONS AND ANXIETIES OF THE STUDENT TEACHER, COOPERATING TEACHER, AND UNIVERSITY SUPERVISOR

It is interesting and informative to examine in turn the expectations and anxieties of each of the parties influencing the student teaching partnership. Naturally, no such lists are exhaustive; they do, however, help identify areas of concern and hopefully open up new avenues of communication.

A. Cooperating Teacher and University Supervisor Expectation/Anxieties of the Student Teacher.

Cooperating teachers and university supervisors expect that student teachers will have the necessary subject matter competence, be spirited and excited about the experience, and realize that their (cooperating teacher's) primary responsibility is to their students. They are a little anxious about the student teacher's acceptance into the classroom, ability to manage same, and generally bridge the gap between theory and practice. More specifically, their expectations and anxieties are summarized.

1. Attitude. The student teacher should (a) be willing to become actively involved in the school program; (b) be able to accept criticism; (c) be flexible; (d) be punctual; (e) be dependable; (f) be prepared for all assigned responsibilities; (g) accept the already established classroom rules and practices and not be unnecessarily critical of them (cooperating teacher).

2. Management. The student teacher should be able to manage the class in terms of discipline, utilization of time, and presentation of material.

3. Acceptance by Classroom Students. The student teacher is different than the cooperating teacher; as such, will the classroom students be able to adjust and relate to the student teacher? What will be the classroom students behavioral reactions to the student teacher?

4. Subject Matter and Pedagogical Competence. Can the student teacher apply a blend of pedagogical theories learned at the university with methods learned in the clinical setting? Can the student teacher select educationally sound, relevant materials and present them using a variety of strategies?

5. Total Perspective. Will the student teacher be able to gain the total perspective of the situation - where the class has been and where they are going?

B. Cooperating Teacher Expectations/Anxieties of the University Supervisor.

It seems much of the anxiety that cooperating teachers have of the university stems from a lack of communication of the mechanics or logistics related to carrying out the student teaching experience. For example, how are student teaching placement requests made and who has the final approval of them? If cooperating teachers understood the answers to these kinds of questions they could undoubtedly approach the experience with a more positive professional attitude. More specifically,

1. Knowledge of Procedures. The university should provide cooperating teachers with a set of general guidelines for conducting the student teaching experience. These guidelines should include statements related to the university policies on such matters as placement requests, conferencing, observing, and evaluating the student teacher. It should also describe the university's reimbursement plan(s) available to cooperating teachers.

2. Liaison. The university supervisor is the liaison between the professional school and the school district. This individual should be (a) skilled in public relations, (b) an effective facilitator of communication among the involved parties, (c) subject matter competent and current, (d) able to grasp the classroom situation accurately from short/few observations, and (e) knowledgeable of the university's policies and procedures related to teacher education, graduate programs, and certification.

3. Alternatives. Most university supervisors are aware of alternative instructional strategies and they are eager to share them with willing teachers. They, too, are eager

to learn of successful practices from classroom teachers. Cooperating teachers and supervisors should take advantage of the opportunities for interchanging professional ideas.

4. Awareness. The university supervisor and cooperating teacher should try to be aware of the constraints and limitations influencing their environments, and jointly offer the student teacher experiences reflecting a blend of theory and practice.

C. University Supervisor Expectations/Anxieties of Cooperating Teacher.

The university endeavors to select a professionally sound and personally acceptable situation for the student teacher under the direct supervision of a master certified teacher where there is potential for the student teacher's professional growth and no danger to classroom students. We attempt to identify master teachers, i.e., cooperating teachers well-versed in their subject matter areas and interested in contributing to the development of young teachers enrolled in teacher education programs. Hopefully, these individuals will have had some formal training in the skills of student teacher supervision, e.g., completion of C&IED 5740 (Seminar in Teacher Education - The Student Teaching Experience), prior to their selection. A few of the more general expectations are:

1. Introduction. The cooperating teacher should introduce the student to the general school policies such as school hours and regulations, expected time of arrival/departure, parking locations, etc. In this regard, each school district should consider developing a short set of guidelines for their student teachers. These guidelines could be supplemented by cooperating teachers to include such local issues as (a) names/schedules of other teachers in the department, (b) policy relating to absence, (c) location of materials and school facilities (Teacher's Lounge, Nurse, Films, Fire Drill, Tornado Drill), (g) management hints, (h) your (cooperating teacher) expectations of the student teacher, (i) your

(cooperating teacher) scheme for observing, conferencing, providing feedback, and evaluating the experience.

2. Gradual Introduction to Responsibilities. Even though every student is different, it is generally agreed that it is best to provide the student teacher with a gradual introduction to teaching responsibilities.

3. Total Involvement. We truly hope that each student teacher will have assumed as many of the responsibilities normally undertaken by a teacher as possible.

4. Open Communication. Cooperating teachers should establish an atmosphere that is conducive to learning for the student teacher. The student teacher should feel that the cooperating teacher is interested in his/her professional growth. There should be well-defined periods of observation and conferencing. A common criticism by student teachers concerns a lack of constructive feedback on a regular basis. Cooperating teachers are often probably too protective of the student teacher; student teachers desperately want feedback related to their weaknesses as well as their strengths.

   If video taping facilities are available, we encourage student teachers and cooperating teachers to utilize them in conjunction with some formal scheme of analysis, e.g., Flander's Interaction Analysis. Beginning teachers especially benefit from the opportunity to view themselves while teaching. If video taping facilities are not available, encourage the student teacher to make audio tapes periodically.

5. Observation. Encourage the student teacher to keep a log of the activities and ideas presented. Later in the experience, the student teacher should have the opportunity to visit other classrooms related to his/her discipline. Expose the student teacher to the "less than ideal" situations as well as the ideal.

6. Involve the University Supervisor. Even though the university supervisor actually visits the school setting only two/three times, discussions related to any problems should be initiated immediately by the cooperating teacher. Most problems can be resolved by the cooperating teacher in a one-on-one conferencing situation with the student teacher. Sometimes, however, the supervisor can inject some objectiveity that was not apparent earlier. The cooperating teacher should not feel alone in working in the experience. The supervisor and cooperating teacher are professionals working together with the student teacher. University supervisors heartily encourage cooperating teachers to involve them and keep them informed of the student's progress.

7. Appraisal of Student Teacher. The university provides each cooperating teacher and student teacher with a copy of the Cooperating Teacher's Appraisal of Student Teacher instrument at the beginning of the experience. This document, along with others, provides some guidelines to both the student teacher and cooperating teacher.

   This completed instrument is also the official report from the cooperating teacher; it provides input to the supervisor for determining the student teacher's grade. We encourage your most conscientious, serious appraisal as anything less leave the supervisor unequipped with sufficient input to assign the student's grade. Please be honest, objective and prompt in your evaluation and remember --a poor evaluation does not imply that you did a poor job as a cooperating teacher!

8. Guidelines for Student Teaching in Oklahoma. The State Department of Education has prepared a book on student teaching for teacher educators. We encourage you to read it and become familiar with some of the more important guidelines. For example, student teachers shall not serve as paid or unpaid substitutes. We support this position and are yet aware that school districts violate it. Nonetheless, it is stated in at least two official publications of the State Department for teachers and administrators; we appeal to you and your administrators for support.

D. Student Teacher Expectations/Anxieties of Cooperating Teacher and University Supervisor

Though student teachers have indicated many specific concerns, there is a common underlying feeling that they reflect. Namely, "I hope that I will be accepted and respected by those people with whom I work." This is not a new feeling or expectation as we have all experienced it at one time or another. Is this not one of those attitudes that occasionally needs rekindling? In this instance, the student teacher can be the appropriate catalyst. Only in rare instances is the student teacher unable to make valuable contributions to the school setting. Granted, the classroom is new and there is undoubtedly a feeling of insecurity; the student

teacher does possess a valuable trait, however--he/she wants to learn to become an effective teacher. Cooperating teachers and university supervisors must capitalize on this ambition and desire; otherwise, we have failed and neither the student teacher nor us has benefitted from the experience.

In this regard students wrote,[1]

> ". . .Acceptance by my cooperating teacher includes his attitude towards me. Will I be just another student to instruct, or will he recognize that my purpose is not only to learn but also to teach? Will my ideas and contributions be respected, or will the extent of my autonomy lie in taking roll and grading papers?. . ."
>
> ". . .It seems like it will be hard to be at ease in the classroom. . .I will feel like I am always being compared to this more experienced person (cooperating teacher). . ."
>
> ". . .I hope I am placed with a teacher who genuinely wants to work with a student teacher and is willing to help. I feel I am going to need all the help I can get. . ."

Considering their more specific concerns, discipline and classroom management ranked the highest. The following exemplary comments were given:

> ". . .I have had very little experience dealing with unexpected disturbances. . .I am not familiar with general school policies with regard to discipline. . .I wonder if I can keep my head in the classroom when faced with these problems. . ."
>
> ". . .Since I was never considered a 'Discipline problem', I think it will be most difficult to empathize with these particular students and thus best know how to correct their behavior. . .What about problems of racial disorder and drug abuse?. . ."
>
> ". . .Dealing with pupils my own size. How do you go about reprimanding a boy two feet taller than you and weighing

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[1] Exerpted from Aichele, D. B. "Understanding Your Student Teacher," OCTM Newsletter, Spring 1972, pp. 6-7.

190 pounds?. . ."

Also receiving much attention was the issue of preparation. Generally, a feeling of inadequacy prevailed. I have frequently observed that those students who are unsure of themselves in their disciplines exhibit the greatest anxieties.

> ". . .Could I control the classroom, but also build a beneficial atmosphere where students could feel free to ask questions?. . .Where is the fineline?. . ."
>
> ". . .I hope my background has been adequate. . .I have a constant fear of being asked a question by a student that I don't know the answer to. . ."
>
> ". . .I often think that I might be required to student teach in a subject with which I am unfamiliar. . ."

Students also expressed concerns about communication and relevancy, effective and creative teaching, testing and grading, and slow and accelerated learners.

> ". . .I hope I will be able to communicate with my students on their own level. . ."
>
> ". . .How friendly should I get with my students?. . .They are pretty close to my age. . . .What should my dress be at school?. . ."
>
> ". . .Will I be responsible for assigning grades, or will the cooperating teacher do that?. . ."
>
> ". . .The grading system that I will use. . .Should I collect homework, required notebooks, give pop tests?. . ."

So many of these questions and concerns have no simple or immediate answers--I am sure our student teachers know this. But they, much like experienced teachers, want to discuss the issues. They want to know how we, as teachers and people, feel about these things and they want to become involved.

PART II

INTRODUCING THE STUDENT TEACHER TO THE STUDENT TEACHING EXPERIENCE

The manner in which the initial interactions and visitations between student teacher, cooperating teacher, and school administrators, are conducted greatly influence the kind of experience that will evolve. Recall, student teachers typically are very concerned about being accepted into their new environment and, rightfully so, cooperating teachers are primarily concerned about the needs of their classroom students. If the student teacher is able to satisfy his/her acceptance needs and the cooperating teacher is able to consider the student teacher's presence as an asset to the learning environment, then the experience usually benefits both parties.

It is when the student teacher expects too much constant individual attention from the cooperating teacher or when the cooperating teacher is afraid to involve the student teacher in the learning setting that problems arise. The key to a successful experience is establishing a working arrangement based on communication and trust--the student teacher, cooperating teacher, and university supervisor must develop a sense of trust in each other and establish channels of open communication.

The following suggestions are offered to encourage these objectives.

1. Regardless of the particular teacher education program, experiences prior to the official commencement of student teaching are required. Some programs, for example, require their student teachers to complete several days of observation in the student teaching setting. The specific objectives of these visitations should be determined and discussed by the university supervisor and cooperating teacher in advance. In this way,

both the university supervisor and cooperating teacher are informed and involved in providing a sound introduction to the experience.

2. Upon first visitation, student teachers are required to introduce themselves to the school administration. In many larger school systems, a planned program is conducted at this time to introduce the student teacher to school facilities, policies, regulations and general expectations; in smaller systems, individual principals assume this role. The net effect is that from the beginning the student teacher cannot help but feel accepted and aware of the responsibilities he/she will be expected to assume. Some school districts also have prepared a set of regulations governing student teachers. There is really no generally accepted practice for providing the student teacher with an overview of the system. Whether conducted during this initial visitation or during the early days of student teaching, it is considered an integral part of the student teaching experience.

3. After the student teacher has met the school administration, he/she is usually introduced to his/her cooperating teacher. This is one of the most impressionable moments of the entire experience--many a relationship is either made or broken at this time. Please take time to introduce yourself to the student teacher even though you may be very involved at that particular moment with your classroom students.

   Most of the time, the student teacher will have contacted you in advance to schedule the visitation as they have also probably made arrangements to be absent from their regularly scheduled campus classes during this visitation period.

   A conferencing period sometime during this first visitation is encouraged to discuss such issues as:

   a. Cooperating teacher's expectations of the student teacher. Many cooperating teachers have prepared their own mini-syllabus to help student teachers have a more successful experience.

   b. Student teacher's expectations of the cooperating teacher. Many cooperating teachers and university supervisors have student teachers prepare a written statement of their expectations.

c. Methods of observation, schedules for conferencing and techniques of evaluation that will be used.

d. Texts and materials that will be used. Cooperating teachers are frequently able to loan there materials to student teachers so they may become more prepared to assume their actual teaching responsibilties.

5. During the initial visitation, the cooperating teacher should introduce the student teacher to the classroom students, other departmental faculty and staff, and school facilities.

6. After these pre-student teaching visitations have been completed, the student teacher will be regularly involved in the school environment on a daily basis for several weeks. If most of the preliminary introductory dimensions have already been attended to, the student teacher is ready to become involved in the more stimulating aspects of the experience. In time and with your professional guidance, he/she will be able to plan for, carry out, and evaluate lessons.

7. The student teacher's orientation and involvement should be gradual but directed. A student teacher should be expected to model his/her cooperating teacher in the beginning largely to provide transition for the classroom students. The student teacher and the cooperating teacher are different individuals and they are perceived as different by the classroom students. Time is needed for students to become acclimated to new teachers with new styles. It is suggested that modeling activities be conducted with routine tasks, e.g., role taking, attendance.

   Modeling behavior, observation and small group instruction (perhaps tutorial) provides the desired gradual orientation. During periods of observation, specific behaviors to be observed should be identified; unguided observation is largely a worthless, boring undertaking. The university supervisor and the cooperating teacher should decide upon what is to be observed and the methods of reporting the observations. It is suggested that the student teacher be seated <u>in front</u> of the class during a period of observation--after all, how can one meaningfully observe from the rear of the classroom?

8. Ultimately, a student teacher should have become totally involved and have assumed the majority of the responsibilities of the cooperating teacher. Because

teaching is individual, however, some student teachers may not mature as rapidly as others. The nature and extent of responsibilities assumed by the student teacher should be determined by the cooperating teacher and university supervisor with constant feed back being provided to the student teacher.

9. A student teacher should have the opportunity to have full responsibility of the class, i.e., conduct lesson(s) with the presence of the cooperating teacher, only when it is clear to the cooperating teacher and university supervisor that the student teacher is capable of assuming this responsibility without fear of jeopardizing learning of classroom students.

10. A student teacher should have the opportunity to observe in related classroom settings under other teachers at such time when these observations will benefit his/her experience. Again, the particular behaviors to be observed should be determined in advance as well as a scheme for reporting them.

PART III

SUGGESTIONS FOR COOPERATING TEACHERS

Since students coming to you have already completed most, if not all, of the academic and professional requirements for student teaching, it is reasonable to assume this training has prepared them to participate with some measure of effectiveness in a classroom. However, it is important to remember that even though most students have had some prior observation experiences, they are not yet fully prepared or qualified teachers. The reality of classroom experience is a very necessary and crucial part of the teacher preparation sequence.

Your student teacher can grow in confidence, professional attitudes and teaching competence with your guidance. As competence is developed, he/she can be expected to gradually assume more of the responsibilities of a certified teacher. Although the rate at which these responsibilities are assumed will vary with individuals, your judement will be a major determining factor.

School systems have generally found that student teachers have a stimulating effect on the schools where they have been assigned (The Impact of Student Teaching Programs upon the Cooperating Public Schools in Michigan, 1970). However, it should be understood that you remain legally responsible for your pupils both in class and extra-class activities. The Oklahoma State Department of Education is quite definitive in its statement which disallows student teachers from serving in substitute teacher capacities as such assignments are not considered to support the objectives of the experience.

The following general suggestions will hopefully help you promote the personal and professional growth of your student teacher and realize more fully the rewards from the experience.

A Getting Ready

Planning for the student teaching term should not be postponed until the student arrives. As soon as your principal has approved your student teaching assignment, you can begin preparations. You may wish to:

1. Learn as much about your student teacher as possible. Accompanying each student teaching placement request from Oklahoma State University is a copy of the student teacher's autobiographical form provided for this purpose.

2. Plan for a student teaching work space. A desk or table, regardless of the size, that a student teacher can call his/her own, works great in boosting morale.

3. Secure a map of the school and handbook of school regulations if they are available for the student teacher's own use.

4. Prepare your students to accept another person into their classroom. Explain how you and the student teacher will be working together.

B. Initial Contact

The student teacher will probably come to your classroom feeling quite insecure. Perhaps one of the greatest services you can render is to help build a feeling of personal security and confidence. Part II of these Guidelines focuses in-depth on introducing the student teacher to the experience. We believe that this phase of the experience is so vital to its overall success/failure that it deserves special consideration. Thus, you may wish to return to it now before proceeding on with some of the more general suggestions that will help your student teacher feel a part of the school and community.

1. Show that you are concerned with both personal and professional matters that could affect your relationship.

2. Assist your student teacher in becoming acquainted with the community activities.

3. Provide opportunities for your student teacher to meet other faculty members and school personnel.

4. Plan for your student teacher to assume some responsibilities immediately.

5. Seek to establish regular conference times during the term to provide feedback and discuss the many problems related to student teaching responsibilities.

C. Continuing Contacts

The student teaching term is sometimes described in three phases - observation, participation and independent teaching. These phases are by no means intended to be mutually exclusive, but they do describe a process for gradually enlarging the scope of responsibility for your student teacher.

1. Observation. During the first part of the term, your student teacher should be encouraged to observe and become familiar with your classroom, the school and community. Some guidance on your part will be necessary if these observations are to have meaning. Written reports or check lists may or may not be required; however, the purpose for observations should be understood and the opportunity to discuss any questions which might result from these observations is crucial. Your student teacher should have the opportunity to:

   a. Observe and discuss the different teaching strategies you use.

   b. Become acquainted with pupils in your classroom.

   c. Become familiar with classroom organization and management.

   d. Become familiar with instructional materials used in the classroom.

   e. Learn of the services provided in the school system to enhance the instructional program.

   f. Become acquainted with other personnel working at the school.

   g. Become familiar with the extra-curricular activities of the school.

   h. Become familiar with the administrative regulations and general organizational pattern of the school.

   i. Learn of the professional activities of the school staff.

2. Participation. It is important that your student teacher's responsibilities be gradually increased as confidence and competence is developed. Because of the daily contact, you are in the best position to determine the rate at which new responsibilities should be added. Past experience with children and classroom settings, familiarity with the school's procedures and the student's confidence are all factors which will guide you in making your decision. In general, sometime during the second or third week, most students are ready to participate in some teaching activities. During this period, the student teacher should have opportunities to:

    a. Assist in routine activities such as checking attendance, distributing and collecting materials and checking on lighting and ventilation.

    b. Assist in the organization and preparation of instructional materials.

    c. Supervise the work of pupils during classroom study periods.

    d. Assist in evaluating pupil assignments under your supervision.

    e. Participate in supervisory duties during lunch periods, recess, homeroom assemblies.

    f. Engage in some actual teaching duties according to a mutually agreed upon schedule.

    The student should receive close supervision during this period. Satisfactory performance of these activities will provide you with a reasonable basis for determining the amount of full-time student teaching that is done.

3. Independent Teaching. This activity is the culminating activity for most student teachers. The student teacher should be thoroughly familiar with most of the routine classroom duties and have had opportunities to prepare, conduct and evaluate lesson plans. During this phase, the student teacher is given the opportunity to organize and incorporate previously gained knowledge into some presentable format and evaluate the results. Hopefully, sufficient confidence and skill will evolve from this experience to motivate this beginning teacher

    The ability to plan effectively for independent teaching is critical to your student teacher's success. During this phase, you should try to:

    a. Encourage the development of creative ideas for enriching the teaching act.

    b. Encourage the planning of a wide variety of learning experiences.

c. Assist in the development of unit plans, tests and other materials.

d. Help your student understand the relationship between principles of child growth and the behavior of pupils in the classroom.

e. Provide opportunity for the student to assume responsibility for problems of classroom management and discipline. However, because of your legal obligations, you should feel free to take positive action to prevent potentially dangerous situations from occurring. Often you can assist in remedying such a situation without student inexperience becoming apparent.

D. Evaluating

You are provided with a copy of the official Oklahoma State University student teaching evaluation form (Cooperating Teacher's Appraisal of Student Teacher) in Appendix C. Since this instrument contains points which are viewed as essential qualities for a competent teacher, it is suggested that it be used not only for purposes of evaluation, but as a guide in planning the experience for the term. A discussion of its role in evaluating the experience is given in Part IV, pages 22-23. You and your student teacher should be aware of its contents and particular manner in which you plan to utilize it in directing the experience.

PART IV

TEACHER EDUCATION AT OKLAHOMA STATE UNIVERSITY

We intend for this part of the General Guidelines for Cooperating Teachers to be informative of some of the policies and procedures related generally to teacher education and specifically to student teaching and certification at Oklahoma State University.

Background. Teacher certification in the State of Oklahoma is the responsibility of the State Department of Education. As such, minimum certification requirements for teacher education programs have been determined by the Oklahoma State Department of Education; these minimum program requirements are in turn interpreted by the state colleges/universities of Oklahoma. Typically, each state college/university of Oklahoma offering teacher education programs has a central organization responsible to the State Department of Education. At Oklahoma State University, the Council on Teacher Education is responsible for leadership in developing teacher education programs and serving in the liaison capacity with the State Department of Education. The membership of the Council is elected from the faculty of each of the colleges and divisions of the university. The university's interpretation of the state's minimum certification requirements for a program has its origin in a curriculum committee. Thus, a curriculum committee exists for each of the certification programs; membership on a curriculum committee is composed in part from the Council on Teacher Education with additional members from the several disciplines contributing to the curriculum for that particular program. Each curriculum committee, with due consideration

for minimum requirements established by the State Curriculum Committee, recommends course requirements for the Oklahoma State University certification program in that particular area. Approval by both the Council on Teacher Education and the president of the university gives official status to the committee recommendation. A program approved by the Council on Teacher Education and the university president must be approved by the State Department of Education. After a program is accepted by the State Department of Education, the university is authorized to recommend for certification by the State Department those students who have met the requirements for the approved program.

Since the requirements for teacher certification are a function of the State Department of Education and the requirements for graduation from Oklahoma State University are a function of the student's college, the "certification--graduation" misconception is frequently encountered by students. That is, the requirements for state certification and the requirements for graduation from the university need not be the same. Depending upon individual preferences, a student may elect to pursue a degree program offered through the College of Arts and Sciences, for example, rather than the College of Education, or vice versa. Regardless of the differences among particular college degree requirements, there is only one set of approved State certification requirements for each program for Oklahoma State University. This university-oriented approach to teacher education permits the student maximum flexibility in selecting the college, and hence degree program, with which he/she wishes to affiliate. So, degree/certificate programs really allow the student to qualify for two credentials, i.e., a college degree and a teaching certificate, at the same time.

With this brief general background of the organization of teacher education at Oklahoma State University, please consult Appendix A for the most recent brochure, "Teacher Certification." It provides the most current information concerning the process of becoming a certified teacher.

Admission to Teacher Education. Since teacher education is university-wide in scope, a student must make application for admission to teacher education as early in his/her course of study as possible but not before completion of 40 credit hours of coursework. The specific admission requirements are really not important to us here; however, they basically include measures of academic achievement and speech proficiency. Admission to teacher education is not unconditional and students must continue to exhibit acceptable progress in their programs.

Admission to Student Teaching. Students formally make application for admission to student teaching during the semester immediately prior to the semester for which the experience is contemplated. The requirements for admission to this phase of their program largely reflect academic accomplishment in the area of professional education, specialized education and general education. A statement of the placement "Policies Related to Student Teaching" at Oklahoma State University is included in Appendix B of this syllabus. Each student is presented with a copy of them at the time of application for admission.

Student Teaching Placements. Our placement philosophy is simply to identify a professionally beneficial and personally acceptable opportunity for the student teacher. We believe we have had success

implementing this philosophy as our students have provided us with good encouragement. We rely heavily upon the recommendations of faculty charged with supervising student teachers; as a matter of fact, each student teacher is required to discuss his/her placement request with the supervisor before making formal application for admission to student teaching. We believe that our attempts to secure sound professional experiences early for our student teachers tend to eliminate many of the undesirable and unwanted problems that could occur later on during the experience. So we actively attempt to identify good cooperating teachers and locations where our students will have the best chances for success. We are by no means closed to working with new cooperating teachers and/or locations. Unfortunately, we frequently receive requests from teachers and school districts for student teachers that we are simply unable to accommodate largely due to the high cost of supervision and travel and the decrease in the number of students entering the profession--please bear with us and try to understand the situation.

Next, our placement requests are sent directly to the contracted school districts for their approval. It would be impossible here to describe one single procedure surrounding school districts' approval of our requests as virtually every district has its own system. For example, some districts seriously consider the request, require an interview of the student teacher, counsel with the cooperating teacher requested, secure his/her approval, and ultimately render a decision; others, automatically approve the request and are often surprised when the student teacher arrives! So, as you can see, it would be impossible to characterize school districts' approval mechanisms; you should be

familiar with yours, however.

When confirmation of our placement requests have been received from the school district, we formally notify the student teacher. The cooperating teacher's name that appears on the approval form is designated as the cooperating teacher of record, and it is assumed that this individual will be cooperating with us during the semester.

In addition to these guidelines, several disciplines, e.g., Special Education, have prepared highly specialized guidelines for their cooperating teachers. Student teachers are also given general guidelines and, in some disciplines, specialized guidelines. You should feel free and are encouraged to discuss these guidelines with the supervisors as they are largely responsible for preparing them. They are generated and prepared in the spirit of assisting all of the members of the partnership.

Supervision. The role of the university supervisor is a difficult one. Namely, their duties are to visit the clinical setting approximately twice and learn as much as possible about it, to observe the student teacher's involvement, to confer with the student teacher and the cooperating teacher, and ultimately to assign a grade to the student for the experience. Typically, as the semester progresses, the university supervisor's relationship with the student teacher becomes more removed while the cooperating teacher's becomes closer. In part, it is for this reason that we rely so heavily on the cooperating teachers' feedback and evaluation; the cooperating teacher is in the best possible position to observe the student teacher on a continuous daily basis, provide

input to the university supervisor, and prepare written evaluation of the student teacher. It is absolutely necessary that cooperating teachers be willing to assume this evaluation responsibility as part of their role since this input is vital in guaranteeing and promoting quality in teacher education. Teachers concerned about admitting only qualified new teachers to the profession should take their roles as cooperating teachers very seriously, particularly related to giving prompt, constructive feedback to student teachers and supervisors during the experience and objective written evaluation of the student's experiences at the end. Most university supervisors keep logs of their visitations to the clinical setting. The entries include much of what was observed and learned from the conferencing sessions. In instances where problems have been identified, more frequent visitations coupled with more extensive feedback will obviously be required of the supervisor and cooperating teacher.

Evaluation. The cooperating teacher's formal summary of evaluation of the student teaching experience is provided on the Cooperating Teacher's Appraisal of Student Teacher Instrument (see Appendix C). The instrument is divided into three parts:

1. A summary of the student teacher's involvement in teaching
2. A check-list evaluation of the experience
3. An open-ended evaluation of the experience

Completed by the cooperating teacher of record, this instrument provides valuable and necessary input to the university supervisor in the determination of the final grade for the experience. Without it, a supervisor is really at a disadvantage to assign a grade. If the supervisor and the cooperating teacher have assumed their responsibilities properly and have been professional throughout the experience, the information provided on the evaluation instrument should reinforce, not surprise,

either of them. Sometimes, cooperating teachers do not report their true feelings on the evaluation instrument for fear of damaging the employment potential of the student. The real effect of this is to "pass the buck" to a colleague (university supervisor) who is depending upon you for a professional judgment and who is really obligated to accept your evaluation and probably ultimately recommend the student teacher for certification. The end result is really the sad part: a poor student teacher gains entrance to the profession while members of the profession abrogate their responsibilities and watch in awe. The justice occurs perhaps when all are candidates for the same teaching position! Thus, a plea--complete the student teaching evaluation instrument honestly and professionally and return it to the Director of Student Teaching promptly so that it can be forwarded to the university supervisor for consideration in grade determination. Promptness is really important as evaluations received after the cut-off date for submission of grades are of little value to university supervisors.

Please feel free to involve the student teacher in completing the instrument if you wish. Students are aware of the instrument and its use as a guideline during the experience. If you wish the student teacher to view the completed evaluation instrument or participate in its completion, please inform the student teacher to this effect. The policy of the Office of Student Teaching in this regard prohibits a sharing of the completed instrument; we regard it as privileged information between the cooperating teacher and university supervisor unless the cooperating teacher elects otherwise.

Employment Recommendation. The open-ended portion (Part III) of the evaluation instrument should not be confused with the OSU Placement Recommendation. Student teachers will frequently request that their cooperating teachers provide letters of recommendation that will become a part of their permanent employment summaries in the job placement office at Oklahoma State University. If you feel you can provide such a letter of recommendation after a period of time, we encourage you to do so. On the other hand, if the student teacher's performance would not support such action, we once again appeal to your professional integrity and suggest that you not write such a letter. The real difference between completing the final evaluation instrument and writing a letter of recommendation resides in your professional commitment. That is, as the cooperating teacher of record, you agreed to complete the evaluation instrument, but you did not agree to provide a letter of recommendation. The latter must be earned by the student teacher.

Certificate of Appreciation and Entitlement. As a token of appreciation for serving as a cooperating teacher, we instituted a program of Certificates of Appreciation and Entitlement whereby cooperating teachers are reimbursed for tuition for coursework taken at Oklahoma State University. This plan reimburses tuition fees for residence credit enrollments as well as extension enrollments. A mock certificate together with the specific policies and procedures for using them is given in Appendix D.

There are basically two issuance schemes related to Certificates of Appreciation and Entitlement for school districts cooperating with

us in teacher education. Prerequisite to adoption of either plan, however, is receipt by the Office of Student Teaching of the completed Cooperating Teacher's Appraisal of Student Teaching instrument mentioned earlier. A school district may elect the "banking" approach whereby all of the Certificates of Appreication and Entitlement are mailed directly to one central school location, and it is assumed that the cooperating teacher of record is given first option on using the certificate. However, only by signed approval of the superintendent of the school district can a certificate be transferred to another certified teacher/administrator in the system. The "banking" approach has many advantages for the school district as a whole, since there is potentially a larger audience served through the certificates--the district can monitor the utilization of certificates and thereby have few expire. Unfortunately, there is also the potential for abuse.

The "individual" approach to issuing Certificates of Appreication and Entitlement limits the potential for abuse and has each cooperating teacher directly issued his/her own certificate. Unfortunately, there is a higher rate of expiration of certificates among districts electing this scheme implying that more certified teachers/administrators are unable to gain assistance through the certificate program. Regardless of the plan opted by the school district, cooperating teachers should be knowledgeable of the benefits available to them.

In summary, teacher education at any institution is a complex undertaking requiring the cooperation of the instutional faculty, students, classroom teachers and administrators. We hope that our

policies support and encourage a quality student teaching experience for our students and offer cooperating teachers opportunity for professional growth.

APPENDIX A

Teacher Certification

What Is It? • Why Do You Need It?
How Do You Get It? • How Do You Keep It?

Oklahoma State University

Stillwater, Oklahoma

For assistance, contact:

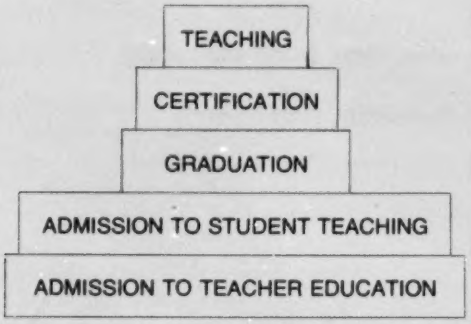
Dr. Kenneth L. King
Associate Director, Teacher Education
101 Gundersen Hall
Oklahoma State University
Stillwater, Oklahoma 74074

(405) 624-6252

What Is Teacher Certification?

There are certain misconceptions regarding certification that seem to occur frequently. Certification is *not* attained at the same time you are admitted to Teacher Education; it is *not* granted upon admission to Student Teaching; and it is *not* automatically granted upon graduation. Certification must be independently applied for after graduation requirements have been met. You are recommended by the institution where you completed your academic training. However, the actual certificate is issued by the Oklahoma State Department of Education.

In order to teach in Oklahoma in a public school, all four of these procedures must be completed, but in a specific order, which may not be reversed. Think of it as a pyramid:



You may be admitted to Teacher Education before you do your student teaching; you may do your student teaching before you graduate; you may graduate before you are certified; and you may be certified before you teach. *But*-you may *not* teach without being certified; you may *not* be certified before graduation; you may *not* graduate in a Teacher Education program leading to certification before doing your student teaching; and you may *not* do your student teaching before admission to Teacher Education.
(See last section of this pamphlet for suggested time schedule.)

OK, I know what it isn't; now tell me what it is!

Below is a facsimile of what your certificate looks like, and what it means:

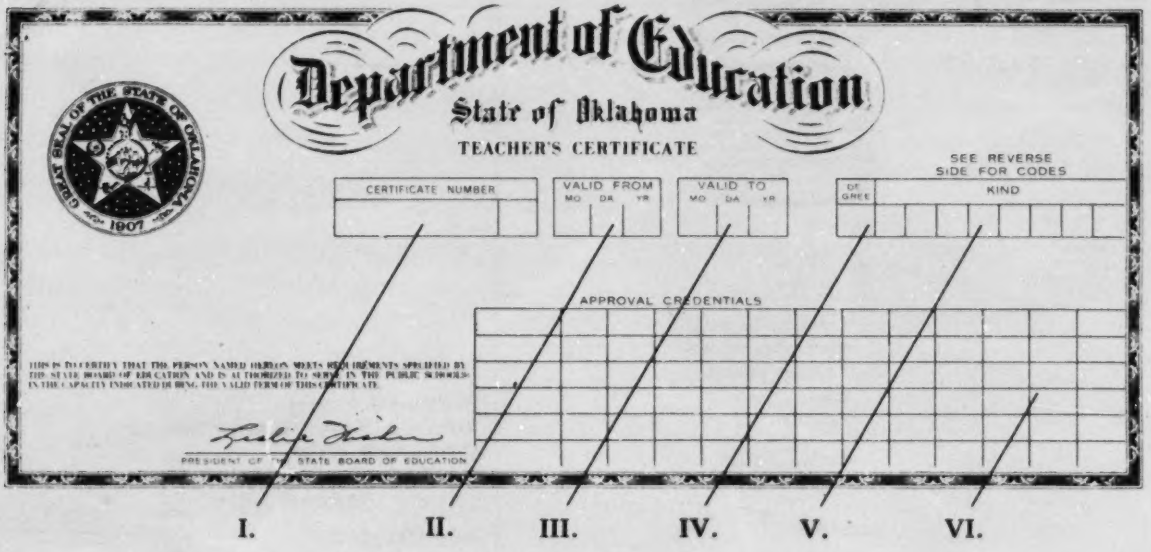
Explanation of Roman Numerals

I. Your certificate number, issued by the state.

II. The date your certificate becomes effective.

III. The date your certificate expires. This will depend on the *class* of your certificate:

A. *Professional Class Certificate* - Valid for 7 years, if you hold at least a Master's degree. It is renewable in the final year of validity, if you have (a) taught 3 of the prior 5 years, (b) taken 8 college credit hours, or (c) have a combination of (a) and (b), with each year of teaching experience equal to 3 hours of college credit



(excluding college or university teaching experience). This class of certificate is available in certain teaching areas only.

B. *Standard Class Certificate* - Valid for 5 years, if you hold at least a Bachelor's degree. It is renewable in the final year of validity, if you have (a) taught 3 of the prior 5 years during the validity of the certificate in a public school, (b) taken 8 college credit hours, or (c) have a combination of (a) and (b), with each year of teaching experience equivalent to 3 hours of college credit (excluding college or university teaching experience). Example: If you complete two full years of teaching experience, you would then need 2-3 hours of college credit in order to renew your Standard certificate.

C. *Provisional Class Certificate* - Valid for 3 years, if you have at least a Bachelor's degree. It is not renewable. The Provisional certificate is for people who lack certain hours to meet requirements for the Standard certificate, or do not fully meet other standards of the recommending institution. You should use the 3 year validity period to finish those hours. (Check with your college for their approved program.)

D. *Temporary Class Certificate* - This is an emergency certificate that you may receive in certain areas by having a school superintendent request the State Department of Education to approve one for you, because he is unable to secure a fully qualified teacher. Although a Temporary certificate may be applied for again at its expiration if you take eight college hours toward standard certification during its validity, don't rely on it. The school is obligated to hire a teacher with Standard or Provisional certification if possible.

IV. The college degree you hold.

V. The KIND of certificate you hold (not to be confused with class):

A. *Professional School Service Personnel* - includes: Administrator (School Superintendent); Administrator (Secondary School Principal); Administrator (Elementary School Principal); School Counselor; Visiting Counselor (School Social Worker); Librarian (Public School); Audiovisual Specialist; Psychologist; Psychometrist; School Nurse.

B. *Secondary* (Grades 7 - 12) - includes: Agriculture (General); Bookkeeping and Clerical Practice; Business Education; Foreign Language; Home Economics (General); Industrial Arts; Language Arts (English); Mathematics; Science; Social Studies; Journalism; Speech.

C. *Elementary-Secondary* (Grades K-12) - includes: Art; Health and Physical Education; Music.

D. *Elementary* (Grades K-8).

E. *Early Childhood* (Grades N-K).

F. *Special* - includes: Driver and Safety Education; Reading Specialist; Special Education for Exceptional Children (Mentally Handicapped, Physically Handicapped, Speech Pathology, Visually Impaired); Special Education - Deaf and Hard of Hearing; Special Education - Learning Disabilities; Special Education - Emotionally Disturbed; Agriculture (Vocational); Home Economics (Vocational); Home Economics (Occupational); Health Occupations Education (Vocational); Vocational Business and Office Education; Vocational Distributive Education; Trade and Industrial Education; Technical Education.

VI. Approval Credentials. In these boxes are the coded numbers of the specific courses you are endorsed to teach. The areas of approval are: Nonteaching activities; Elementary Education; Health and Physical Education; Art; Music; Language Arts; Social Studies; Science; Mathematics; Foreign Language; Home Economics; Agriculture; Industrial Arts; Business Education; Early Childhood; Driver and Safety Education; Special Education; and other special certificates (see V.F.).

Now, as an example, let's suppose your major is Language Arts. It is possible for you to be endorsed in one or more of the following areas: Grammar and Composition; American Literature; English Literature; World Literature; Speech and Drama; Library Science; Journalism; Yearbook: and/or Newspaper. However, it's not automatic; you have to complete a specified number of hours to get endorsement in each area. The State Department of Education will calculate this for you, but if you want to make sure you can teach a certain course (i.e., World Literature), check with your advisor, or in the Office of Teacher Certification. (This applies to all areas of teaching, not just Language Arts.)

Minor* areas of endorsement will also be shown in this space. For instance, if you are a Math Major, but you have taken, for example, 18 hours of science, with 10 of those hours in chemistry, your certificate will indicate that you can teach up to, but less than, half of your daily teaching load in chemistry (i.e., 2 of 5 or 6 hours a day). Again, this is a specific example, so if you need to know about a certain area, check with your

*In this context, "minor" does not necessarily indicate your declared college minor. Note: Not all minors meet certification requirements.

advisor, or in the Office of Teacher Certification.

The Oklahoma State Board of Education has formally signed Interstate Reciprocity contracts with several states, some of which are listed below. Reciprocity indicates that a teaching certificate in the sending state, which is comparable to the one he holds or is qualified for another state, shall be issued by the receiving state with a minimum of difficulty.

Alaska	Maryland	Rhode Island
California	Massachusets	South Dakota
Connecticut	Nebraska	Utah
Delaware	New Hampshire	Vermont
Florida	New Jersey	Virginia
Hawaii	New York	Washington
Idaho	North Carolina	West Virginia
Kentucky	Ohio	Wisconsin
Maine	Pennsylvania	

Suggested Time Schedule For Teacher Education Majors

TIME	PROCEDURE	COMMENTS
First semester of freshman year.	Work out a plan of study with your advisor, and begin course requirements.	
Freshman through Senior years.	Keep in touch with your advisor to insure that you are meeting all requirements for certification.	
After completion of 40 hours.	Apply for admission to Teacher Education in the office of the Director of Student Services of your college if you are enrolled in the College of Arts and Sciences or the College of Education. If you are enrolled in a Teacher Education program in the College of Agriculture, the College of Business, or the College of Home Economics, file your application in the office of the Department Head.	At this time, you will apply for and take required STEP tests. Get a check sheet for certification requirements - CERTIFICATION REQUIREMENTS AND GRADUATION REQUIREMENTS ARE NOT ALWAYS THE SAME!!! There is no one more frustrated than a teacher education graduate who can't get certified to teach, so make sure you meet both sets of requirements!
Semester prior to student teaching.	Apply as soon in the semester as possible for student teaching in the next semester. Apply in the Office of Teacher Education.	Watch the student newspaper, the Daily O'Collegian Announcements Column, and the Gundersen bulletin boards for the date of required meeting for prospective student teachers.
Semester before graduation.	Apply for Teacher Certification in the Office of Teacher Certification in Gundersen Hall.	The earlier in the semester you apply, the sooner you'll get your certification after graduation.

Once again, this is just the suggested time schedule for education majors or students enrolled in a Teacher Education program. There might be changes in your case, so check often with your advisor. We are here to help you, but the responsibility for seeking the answers to your problems rests with you, so make use of our services - that's what we are here for.

AREAS OF APPROVAL

Non Teaching Activities

1 Elem. Prin.
2 Sec. Prin.
3 Sch. Supt.
4 School Coun.
5 Visiting Coun.
6 Teacher Coun.
7 Librarian
8 Psychologist
9 Psychometrist
10 School Nurse
11 Audio Visual Specialist

Elem. Education

20 Elem. Education

Health & Phy. Edu.

30 Health & Phys. Ed.

Art

40 Art
41 Art & Crafts

Music

50 Music Theory
51 Vocal Music
52 Instrumental Music
53 Music Appreciation

Language Arts

70 Gram & Comp.
71 Am. Literature
72 Eng. Literature
73 World Literature
74 Speech & Drama
75 Library Science
76 Journalism
77 Yearbook
78 News Paper

Social Studies

90 Government
91 Democracy
92 Economics
93 Geography
94 Sociology
95 Psychology
96 American History
97 Oklahoma History
98 Ancient & Med. History
99 Latin Am. History
100 Modern History
101 World History
102 Conservation of Nat. Res.
103 International Problems
104 Negro History

Science

120 Biology
121 Chemistry
122 Gen. Science
123 Geology
124 Physics
125 Physical Science
126 Aeronautics
127 Physiology
128 Botany
129 Zoology
130 Photography
131 Astronomy
132 Earth Science

AREAS OF APPROVAL

Mathematics

150 Composit Mathematics
151 Algebra
152 Geometry
153 Trigonometry
154 H. S. Arithmetic
155 Matrix Algebra
156 Mathematical Analysis
157 Calculus

Foreign Language

170 French
171 German
172 Greek
173 Latin
174 Russian
175 Spanish

Home Economics

190 General Home Economics
191 Voc. Home Economics
192 Voc. Home Ec.—Occupational

Agriculture

210 Gen. Agriculture
211 Voc. Agriculture

Industrial Arts

230 Woodwork
231 Metal Work
232 Drafting
233 General Shop

Business Education

250 Accounting
251 Business English
252 Business Law
253 Business Machines
254 Business Mathematics
255 General Business
256 Shorthand
257 Typing
258 Office Practice
259 Clerical Practice
260 Notehand

SPECIAL CERTIFICATES

Early Childhood Education

270 Nursery & Kindergarten

Driver & Safety Ed.

290 Driver & Safety Ed.

Special Education

291 Mentally Handicapped
292 Physically Handicapped
293 Sight Conservation
294 Speech Correction
295 Deaf or Hard of Hearing
302 Learning Disabilities
303 Emotionally Disturbed

Other Special Certs.

296 D. E.
297 D. O.
298 Voc. & Tech. Ed.
299 T. & I. Ed.
300 Voc. Bus. & Off. Prac.
301 Reading Specialist
304 Jr. R O T C
305 Health Occupations Ed.

Non Teaching Activities

340 Census & Attendance

Kind

1 Prof. Sch. Serv.
2 Elementary School
3 Elem.-Sec. School
4 Secondary School
5 Special Certificate

APPENDIX B

POLICIES RELATED TO STUDENT TEACHING

OKLAHOMA STATE UNIVERSITY
Stillwater, OK

The student teaching experience is the most important component of our teacher education programs. The public/private schools in Oklahoma have been extremely cooperative in providing cooperating teachers, space, facilities and guidance for this experience. The privilege of student teaching extended by these agencies constitutes a kind of contract under which you agree to perform in the best interest of the students in local communities and the profession that you represent.

Sometimes problems occur because a few students desire special privileges. We find it extremely difficult to attempt to make special concessions for some students and not for others. Therefore, our policies and expectations apply equally to all students. Some exceptions given consideration, however, are unusual illness and mothers having small children.

We do our very best to provide you with an opportunity for the student teaching experience that will be both professionally beneficial and personally acceptable. Many universities are concerned only with your professional opportunities for growth during the experience; we are different at OSU in this regard. The placement preference information (location and teacher) on your student teaching application is carefully considered in the formulation of a request to a school system. Confirmation of our request to a school system usually follows rather quickly. Then we notify you formally of your student teaching placement.

We really hope you can appreciate the logistics that are involved in obtaining the confirmation of a placement request. This is part of the reason we need your assistance and preferences for placement. Furthermore, we believe you know your needs best and, if presented with our placement policies early enough, you can offer us some valuable placement alternatives. Once again, let me emphasize that the Oklahoma State University supervisors are aware of the locations and teachers that can offer you a beneficial experience. Consult with them about these matters before you submit your Application for Admission to to Student Teaching.

Other policies we hope will help you are:

a. Students are expected to consider locations where professional experiences will have a chance to develop. We have found that students typically have not had successful student teaching experiences in the school systems from which they graduated. Thus, we do not request placements in these settings except in very unusual circumstances.

b. The following communities or student teaching centers are popular:

Cushing, Drumright, Guthrie, Oklahoma City, (including Midwest City and Putnam City), Perry, Ponca City, Stillwater and area (including Glencoe, Pawnee, Perkins, Ripley and Yale), and Tulsa (including Broken Arrow, Jenks, Sand Springs, Sapulpa and Union).

In making assignments, we really attempt to confirm your first choice. However, we must have a minimum of 5 elementary students requesting a location before it can be designated a student teaching center for that semester. In secondary programs, a minimum of 3 students in one field of specialization is required.

c. Since so very few students will be placed in the Stillwater Public Schools for their student teaching experience, it is really unrealistic for you to consider such a request. We suggest you consider alternative locations well in advance of the student teaching semester. Once again, we urge you to consult with the OSU supervisor in your area for placement preference information.

d. Married students without children will be given the same considerations as single students. Mothers with small children will be given special consideration and attempts will be made to secure placements where the children can be cared for most easily.

e. Finance cannot be considered a reason for special assignment since many students have financial problems. To consider them in placement would make it impossible to deal fairly with each student. If finances will be a burden, you should anticipate this problem and seek a solution well in advance of the student teaching semester. Note: Domitory fees can be refunded for the off-campus portion of the student teaching semester.

f. The faculty of OSU supervisors reserves the right to deny the choice of certain locations when it seems desirable to do so. One such instance, for example, is an obvious possibility of a personality clash between the cooperating teacher and the student teacher.

Please feel free to stop by the Office of Student Teaching in 101 Gunderson Hall and consult with us about your placement request.

Revised 6/78 DBA

APPENDIX C

Cooperating Teacher's Appraisal of Student Teacher

OFFICE OF STUDENT TEACHING
OKLAHOMA STATE UNIVERSITY
STILLWATER, OKLAHOMA

Introduction. Since the student teaching experience is regarded by our students and faculty as the most important phase of the teacher education process, we request that you complete this cooperating teacher's appraisal form and forward it to us. Your evaluation of the student teacher provides valuable input to the university in the determination of the final grade for the experience. Thus, it is necessary that we receive your evaluation as soon as possible. As student teachers are aware of this form and familiar with its contents, please feel free to use it as a guide, particularly Part II, during the semester. Also, please feel free to involve the student teacher in completing this form if you feel it appropriate. Thank you for your help and cooperation.

Student Teacher_____ Semester_____ Year_____
(Last Name) (First Name)

Grade or Subject_____ Cooperating Teacher: Mr. Ms._____
(Name)

School_____ Cooperating Principal:_____
(Name)

University Supervisor_____
(Name)

Report completed by (X one): (a) Teacher_____ (b) Teacher and Student_____

I. INVOLVEMENT IN TEACHING. Please indicate the approximate number of hours and percentage of total time your student teacher engaged in the following activities:

	Approx. No. of Hours	Approx. Percentage of total time
getting acquainted with the school in general	_____	_____
observing in your classroom	_____	_____
observing in other classrooms	_____	_____
partial responsibilities	_____	_____
major responsibility	_____	_____
attending faculty meetings and other school events	_____	_____
other (please describe)	_____	_____

II. EVALUATION.

The definitions below are given to assist you in rating your student teacher. Please read them and evaluate your student teacher in each of the categories. Note: These categories are NOT intended to correlate with a 5-point grading scale. In common practice, these ratings might equate more as follows: Superior/Above average ratings equate to grade of A; Satisfactory ratings equate to grade of B; Fair/Weak ratings equate to grades C and below. Under this interpretation, your evaluation and the grade assigned will hopefully be more closely correlated.

Superior - Has done an outstanding job; assumes teaching role easily; is an unusually fine teaching prospect; willingly accepts responsibilities above and beyond the requirements of the assignment.

Above Average - Has done a thoroughly competent job; assumes teaching role well; is a good prospect for teaching.

Satisfactory - Has done an acceptable job; can assume teaching role with success under most circumstances; is willing to learn and has the ability to develop into a successful teacher.

Fair - Has done an unacceptable job, but under further tutelage could become acceptable.

Weak - Has done an inferior job; cannot successfully assume teaching role; should not be encouraged to teach.

		Superior	Above Average	Satisfactory	Fair	Weak
A. General Characteristics						
Enthusiasm	interest in teaching					
	interest in school activities and community					
	energetic					
Appearance	appropriate					
Courtesy	tactful with peers, faculty and patrons					
	respects individual student					
Poise	emotional stability and self control					
	meets obligations					
Dependability	punctual					
	does not need constant supervision					
	follows through on and makes suggestions					
B. Instructional Skills						
	appraises student needs					
	provides for individual differences					
Planning	describes specific objectives, procedures and evaluation strategies					
	involves the students in planning					
	provides for instructional sequences					
Motivation	uses positive reinforcement					
	provides freedom for students to explore					
	provides concrete experiences					
	handles routine duties					
Management	maintains discipline without repression					
	keeps necessary records					
	organizes materials for instruction					
	uses a variety of and appropriate techniques for measuring student performance					
Evaluation	attempts to evaluate students' individual capabilities					
	modifies teaching procedure in response to evaluation data					
	asks stimulating question					
Verbal discussion	uses ideas generated by students					
	varies question strategies					
	helps students organize their ideas					
	provides activities for student to develop self control					
Guidance	develops cooperative group responsibility					
	is aware of and plans for activities of the total class while working with groups and individuals					
Final Overall Evaluation						

III. OPEN-ENDED EVALUATION,
Please include details which might be beneficial to a future employer, such as the greatest strengths of this student and traits and behaviors that should be improved. This is a very important part of the overall evaluation as it provides you with an opportunity to evaluate the student teacher in a more open-ended fashion.

_____ (Date)

_____ Signature of Cooperating Teacher

Please return the completed form directly to:
Director of Student Teaching
101 Gundersen Hall
Oklahoma State University
Stillwater, OK 74074

Note: Since this completed form provides necessary input for the determination of the student teacher's final course grade, we must receive it before the semester closes. Upon receipt of the completed evaluation form, we will issue a Certificate of Entitlement and Appreciation.

revised 2/78 DDA

APPENDIX D

NO. 00000

Oklahoma State University

Certificate of Appreciation and Entitlement

VOID

COOPERATING TEACHER OF RECORD

In recognition of services rendered to the Student Teaching Program

STUDENT TEACHER

DIRECTOR OF STUDENT TEACHING

OFFICE OF TEACHER EDUCATION

DATE OF ISSUE

DATE OF EXPIRATION

Procedures and Policies for Use of Certificate of Entitlement
Oklahoma State University
Stillwater, Oklahoma

1. A certificate may be redeemed by only one certified teacher or administrator who is employed in the school district. The maximum credit hour value of each certificate is 3 hours. The certificate must be used during the semester in which the coursework is completed; however, it may be applied toward more than one course as long as it is not split between residence and extension enrollments. No more than 2 certificates may be redeemed by one person during any one semester or summer session. Official transfer of the certificate requires approval by the superintendent of the school district (see 6, below). Sorry, no refunds!

2. Residence Credit Enrollment (includes Independent Study). The certificate must be presented in person by the certificate designate in the Office of Teacher Education, 101 Gundersen Hall, absolutely no later than the the last day of the first week of classes of the semester or summer session for which reimbursement is sought. Your tuition statement will reflect credit for reimbursement of the certificate and should be paid by the date indicated thereon. Note: This procedure applies only to residence credit enrollment.

3. Extension Credit Enrollment. The certificate must be turned in to either the course instructor during the regular class enrollment period or the college extension office sponsoring the course no later than the end of the first month of the semester together with your social security number and the course number.

4. A certificate provides for reimbursement of only the semester hour current tuition fee for the level and type of course taken; it does not cover optional or required fees such as health service, student union, or P.E. Center fees. A certificate is redeemable for an 18 month period from the date of issue.

5. Please direct any questions concerning the issuance of certificates to Dr. Douglas B. Aichele, 101 Gundersen Hall; phone (405) 624-6253. Questions concerning the redemption of certificates should be director to Dr. Kenneth L. King, 101 Gundersen Hall; phone (405) 624-6253.

6. Social Security Number of person redeeming certificate_____.
If certificate is not redeemed by the cooperating teacher of record, official transfer by the school district superintendent is required. Please complete below:
Certificate officially transferred to:

_____
Certified Teacher/Administrator

Approved:

_____
Superintendent of School District